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AUTHOR Klotz, Jack; Daniel, Larry
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ABSTRACT

This paper discusses a preparatory program for educational leaders at the University of Southern Mississippi (USM). The report outlines the numerous calls for reform of preparatory programs and focuses on the four factors motivating reform efforts: a move away from a managerial to a human-centered perspective; a continued orientation on the importance of a "knowledge base" that is best learned via traditional academic preparation; a strengthening orientation on learning by doing; and a renewed orientation on the importance of personal professional characteristics of the administrator. These factors served as a general philosophical framework upon which the USM program was based. The program was conceptualized to reflect essential, significant shifts in the basic premises on which schools and leaders have operated, most importantly the development of proactive principals. The paper offers information on the organization and sequencing of integrated curriculum blocks for the program, the instructional procedures and methodology, the assessment of students, and the assessment of the program. It is stated that the new reform program has brought together a number of ideas, models, and delivery formats to create a totally different approach from that which has been in operation at USM. (Contains approximately 112 references.) (RJM)

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Formatting a Proactive Principal Preparation Program in Response to the National Reform Movement in Education Administrative Preparation

Jack Klotz, The University of Southern Mississippi

Larry Daniel, University of North Texas

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As society and its schools change, methods for teaching students and for leading those who teach students must also change if maximum educational outcomes are to be realized. Needless to say, each generation of schooling offers its own challenges to school leaders. Addressing today's leadership challenges, Wilson (1993, pp. 220-221) noted, "The preparation of school leaders for the 1990's and beyond must deal with the changing demographic and economic context of schooling, as well as the enduring problems of education for a democratic society." In response to these new challenges, many (e.g., Daresh & Plakoy, 1992; Milstein, 1990; Murphy, 1992) have recognized the need for new ideas regarding the desired characteristics of future educational leaders. For example, Merseth (1997, p.1) noted:

> Educational administrators intending to practice in the twenty-first century need professional preparation that helps them work effectively in a world characterized by accelerating change, exploding knowledge, growing diversity, galloping technology, and increasing uncertainty. Such demands require preparation that not only equips administrators with cutting edge knowledge but also with the capacity and appetite to continually improve their practice.

In the estimation of some (e.g., Griffiths, Stout, & Forsyth, 1988), the need for reform of administrator preparation programs was not only a good idea, but a critical one. In fact, some (e.g., Haller, Brent, & McNamara, 1997) even questioned the usefulness of administrator preparation as currently practiced. As Murphy (1992) has noted, "It is difficult to analyze the state of affairs in administration programs without becoming despondent....[W]e must be about the business of changing things dramatically." However, others (e.g., Jacobson, 1990) have predicted a much slower move toward program reform. Whatever the case, the reform movement affecting educational

administration cannot be ignored. In fact, Jacobson (1990) noted several years ago, "the swell of this latest wave of educational reform is on us and those of us in educational administration must begin to consider how we intend to respond when the wave crests" (p. 42).

According to Jacobson & Conway (1990), this latest wave of educational reform swelled upon the flood tide of two previous educational reform movements (i.e., the "equality education" and "quality teacher" movements) and focused its energies on inadequacies of educational leaders, the deficiencies of programs that prepare these leaders, and the means for achieving renewal of these training programs. This wave of reform was spawned by the University Council for Educational Administration's 1988 publication of Leaders for America's Schools (Griffiths, Stout & Forsyth, 1988). Drawing on the recommendations of the earlier movements, this report raised important questions about educational administrators and their role in managing reform efforts in school improvement. Specifically, the report questioned "...whether the preparation of future school leaders needs to be redesigned, and what the roles of federal, state, and local policymakers, teacher organizations, and particularly institutions of higher education should be in these changes" (Jacobson & Conway, 1990, p.x).

Leaders for America's Schools contained seven chapters detailing the NCEEA's report on the condition of educational administration in the United States, and an additional 26 chapters presenting papers on related topics by various scholars in the field. In discussing the aim of the book, the editors noted:

> The original idea was that these papers would present to the Commissioners new ideas and alternatives to current American practice. In large part, this goal was achieved. The papers address the present critique of educational administration, theory and research in educational administration, practice, preparation prog-

> grams, and international perspectives... An effort was made... to present viewpoints that might lead the Commissioners to question deeply held attitudes, opinions, and ideologies.... No doubt, some will view these proposals as radical while others will see them as a part of a continuum of change already occurring. However seen, they are intended as calls for action. The Commission appeals for an understanding of the seriousness of changes being asked of schools and their leaders. Policymakers and influentials throughout the country are asked for resolve and great urgency in meeting the task of reform in educational administration. (Griffiths et al., 1998, pp. xiv-xv)

A decade has now elapsed since the publication of Leaders for America's Schools (Griffiths et al., 1988). As predicted by the editors of that volume, there has certainly been no shortage of attention to the reform of administrator preparation programs, nor has there been a shortage of reform literature on school administrator preparation within the decade. For example, at least five professional associations have prepared full-length volumes expressing their policy statements regarding the preparation of school administrators (American Association of Colleges of Teacher Education, 1988; Ashbaugh & Kasten, 1992; Council of Chief State School Officers, 1996; national Association of Elementary School Principals, 1991; national Policy Board for Educational Administration, 1993) are the policy statements of various professional groups associated with the preparation of educational administrators. Three additional full-length volumes have been written on the general topic: Daresh and Playko proposed a career-long model for education of school administrators, Murphy (1992) developed a philosophical basis for building preparation programs, and Jacobson and Conway 91990), in an edited work, presented views of a number of

authors on the topic of administrator preparation. A plethora of other scholarly works on the topic also exist. In 1998, Daniel and Southerland offered a categorized review of 98 works spanning the period of time from 1988 to 1998. According to the Daniel-Southerland categorizations, readings ranged in theme from documentations of innovative practices to calls for radical and systemic changes in programs for preparing administrators. The extant scholarly works represent a collective wisdom on the topic of administrator preparation with focus placed upon the continuation of a strong knowledge base for administrators in training, a heightened focus on problem-centered learning and field-based experiences, and a renewed emphasis upon the affective development of the administrator.

These many calls for reform have not fallen completely upon deaf ears. In several states (e.g., North Carolina, Mississippi, Louisiana), efforts designed to reform administrator preparation programs have been mandated externally at the state level. In the state of Mississippi, for example, state standards (i.e., professional competencies) for school administrators were developed (Mississippi Department of Education, 1997) which closely mirror the administrator standards developed by several of the national organizations (e.g., Council of Chief State School Officers, 1996; National Policy Board for Educational Administration, 1993). The state further mandated that all programs within its borders develop reconceptualized administrator preparation programs based on the recommendations of a statewide study group (Mississippi Administrator Preparation and Certification Task Force, 1994). These study group recommendations addressed a variety of program issues, including selection of candidates for programs, curricular guidelines, development of assessments to rate student competence during and upon exit from programs. Based on this statewide initiative, six Mississippi institutions have now been given state approval of their reformatted programs.

As these Mississippi institutions and institutions in other states prepare for the

future, it will be interesting to observe what the implementation of these new programs will produce. Perhaps the largest controversy to be addressed over the next several years is the controversy over whether whatever reform that does occur should occur (a) incrementally, with attention placed on infusing new elements into existing programs while preserving the better elements of the programs (Milstein, 1990; Pounder, 1995) or (b) radically, with complete restructuring of existing programs such that reformed programs are replacements of rather than enhancements to the present programs (Duke, 1992; Hallinger & Murphy, 1991; Murphy, 1992). Indeed, change that is too gradual might be considered to be no change at all; conversely, extremely radical change may be so severe that organizational members resist it, or else it may result in extreme challenges for even the most serious reformers (Daniel, Gupton, & Southerland, 1998). Murphy's (1990, p. 35) assessment of public school reform may well hold for reform at the higher education level:

> One reason why many reform initiatives have been successful is that they build improvement efforts on existing organizational structures--in the words of Goodlad (1984), they were designed to improve the schools we have. Although critics view this as a serious problem, we maintain that the yields provided by the early reform agenda are partially attributable to the fact that they did not call for major upheaval of current operations.

Clearly, there is also the possibility that much of the literature on administrator preparation reform is doomed to go the way of previous educational rhetoric. As Murphy (1992) noted, "it may be naive to assume that the resolutions proposed here for recurring issues will hold over time. It is perhaps unrealistic, even to believe they will take root" (p. 138).

Needless to say, it is likely that changes that occur proactively have a better chance of moving beyond the rhetoric than do changes that occur reactively. In the

present paper, we will describe one institution's attempt to build a proactive response to the preparation of school leaders. The institution of focus, the University of Southern Mississippi (USM), serves as an interesting model of reform considering that the reform process at USM, as well as all the other institutions in the state of Mississippi that prepare school administrators, began with an externally-mandated call for change replete with guidelines, rigorous review, and high-stake consequences. Nevertheless, the institution attempted to see beyond the immediate dictates of the immediate state approval process to envision a program that would be an appropriate model for preparing educational leaders well into the twenty-first century.

It was within that context that the Department of Educational Leadership of The University of Southern Mississippi began its efforts during the 1996-1997 school year to develop, evolve, and implement a new and innovative preparatory program for training school site educational leaders for the next millennium. In order to effect such an outcome, the Department chose to involve not only its faculty but also practicing field and central office administrators from within its service delivery area, K-12 classroom teachers, on-site graduate students, and three nationally recognized consultants within the field of educational administration. A program specific "Leadership Advisory Board" (LAB) was created to represent district organizational patterns and configurations, with the intent of providing insight and corroboration in developed various instructional programmatic areas. Early on, the Department committed itself to evolving an instructional delivery program that embodied the concepts of: (a) instructional blocks, (b) student cohort groups, (c) faculty cohort instructional delivery, (d) integrated thematic instruction, and (e) problem-centered and problem-based learning, simulations, and enhanced field experiences.

In order to ensure that students would not be placed in an awkward situation of having to choose which masters program in Educational Leadership they wished to be a part of, the Department in September of 1997 established a self- imposed cessation

of master's level admissions. This complimented the establishment by the Mississippi Department of Education of an expectation that licensure as a school administrator would not be honored under previous program requirements after September 1, 1998.

Vision of School Leadership

> Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and social advocates for the children and communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community. (Interstate School Leaders Licensure Consortium [ISLLC], 1996, p. 5)

This vision of what constituted an excellent administrative preparatory program as stated by ISLLC was fully shared by the Department of Educational Leadership and Research of The University of Southern Mississippi and indeed, became the underpinning of its vision for its administrator preparation program with its targeted mission of student success. What follows in the remaining portions of this descriptive paper is drawn from the Department's *Program Proposal: Principal Preparation for Value -Centered Leadership.* Given this commitment to K-12 student success, the USM program for training administrators for the next millennium could be viewed as resting on a bedrock of what Thomas Sergiovanni calls a "covenant of shared values" about teaching and learning. Thus, foremost among faculty and practitioner partners was the belief that the success of all students was the primary purpose of all K-12 leadership. With this overarching belief, a set of core beliefs related to educational leadership were established for the new masters program and these consisted of the following six programmatic core beliefs, namely:

Core Belief #1 Schools are the primary focus of educational change and therefore building principals are the key facilitators of educational change for

growth and school improvement. They must be able to initiate, implement, and maintain positive changes for insuring student success.

Core Belief #2 The governance of schools will increasingly be a shared endeavor among all stakeholders--principal, teachers, students, and parents--with more accountability for student success required of all players, particularly at the school level. Principals must be especially well-skilled in mobilizing teams of varied people and players to accomplish collaboratively the school's goals.

Core Belief #3 The pluralism of students, staff and community requires school leadership appreciative of and capable of working with diverse cultures, ethnicities, and perspectives with particular understanding, sensitivity, and commitment to a concept of inclusivity for meeting the cognitive, social, emotional, and physical needs of an increasingly diverse student population.

Core Belief #4 Today's school leader must be committed to moral, ethical leadership that sets the tone for establishing school as a "community of learners" wherein mutual respect, trust, and concern for each other characterize the climate and culture.

Core Belief #5 Today's school leader must be skilled in reflective practice earmarked by decision-making and problem-solving based on a well-examined belief system--an acquired, readily referenced core of values, which Steven Covey calls a state of "centeredness" that can guide one through difficult decision-making and crises.

Core Belief #6 Today's school leader must be knowledgeable about child growth and development including cognitive and affective dimensions, guiding principles, and best practices of teaching and learning. Furthermore, he/she must embrace a much broader concept of what constitutes human

intelligence than schools have traditionally acknowledged.

Philosophy of Leadership Preparation

As stated earlier in this paper, there have been during the past decade numerous calls for reform of preparatory programs for educational leaders. These calls for reform have tended to focus on basically four factors, namely: (a) a move away from a managerial to a human-centered perspective and from the macro-level of a smooth-running organization to the micro-level of the learning needs of the individual student., (b) a continued orientation on the importance of a "knowledge base" that is best learned via traditional academic preparation, (c) a strengthening orientation on learning by doing, and finally, (d) a renewed orientation on the importance of personal professional characteristics of the administrator.

These foci served as a general philosophical framework upon which the Department of Educational Leadership and Research's new masters program evolved its "academic preparation program". Secondly, learning by doing has become a hallmark of this new master's program. These "reality-based ", constructivist learning opportunities have been planned to take many forms, such as group problem-solving assignments, case studies, simulated principal in-basket activities, development of authentic products and documents, interviewing and "shadowing" of administrators, and personalized, performance-based practica--to name but a few. Finally, this new leadership program has emphasized the affective domain of learning, with activities designed to explore and develop the attitudes, beliefs, dispositions, and values of students.

USM's EDA Program Goals and Objectives

The Department of Educational Leadership and Research's ultimate goal in preparing educational leaders has emerged from the belief that student learning and the learning environment are central to its work.

The University of Southern Mississippi's Principal Preparation Program

exists to provide Mississippi with principals capable of proactive, positive leadership for schools in the 21st century. Graduates of our program will be equipped with the knowledge, dispositions, and skills to enable all students and staff to be successful. (The University of Mississippi Principal Preparation Model for Values-Centered Leadership)

In order to operationalize this goal, the department developed the following program objectives for its new Masters of Educational Administration degree for principals, namely:

Program Objective 1. To work collaboratively with school districts and the State Department of Education to recruit, attract, and admit students with excellent leadership potential, strong instructional backgrounds, and high moral character.

Program Objective 2. To assist each student in developing and completing an individual program plan that will best meet his/her needs in becoming a skilled, visionary, moral leader as defined in the standards set forth by the state and prominent national groups including, ISLLC, NCATE, and NPBEA.

Program Objective 3. To provide a program that demonstrates and instills the values of reflective practitioner, transformational leadership, student-centeredness, and ethics.

Program Objective 4. To provide a well-rounded curriculum with content that includes experiences and opportunities for students to acquire the knowledge, dispositions, and skills essential for outstanding school leadership.

Program Objective 5. To employ constructivist program delivery processes based on the following:

a. collaboration between and among students and student cohorts, faculty, universities, and school districts, as well as state and local agencies;

b. extensive use of problem-solving, constructivist activities (including both problem-based and problem-centered approaches);

c. developmentally appropriate, field-based experiences strategically planned and placed throughout the program beginning in Block 1 and ending with a year-long internship experience to meet the needs of individual students and cohorts in synthesizing the knowledge base and honing leadership skills through application;

d. more reliance on authentic, performance-based means of assessing students in which their knowledge, skills, and dispositions are demonstrated rather than merely written and articulated.

Program Objective 6. To work as partners with school districts to provide schools in USM's service area with a pool of proactive principal candidates capable of providing moral leadership for student-centered schools essential for maximizing student potential and success.

Program Features

USM's Principal Preparation Program was conceptualized to reflect essential, significant shifts in the basic premises on which schools and leaders have operated. The following assumptions have formed the undergirding of the USM program design and development, namely:

a) Schools should be open, caring, collaborative communities of learners involving all stakeholders in their operation.

b) Schools should cultivate healthy risk taking and positive change for growth of children and adults.

c) Principals must be transformation leaders.

d) Principals must be PROACTIVE.

e) Student success should be performance-based and central to the school's operation.

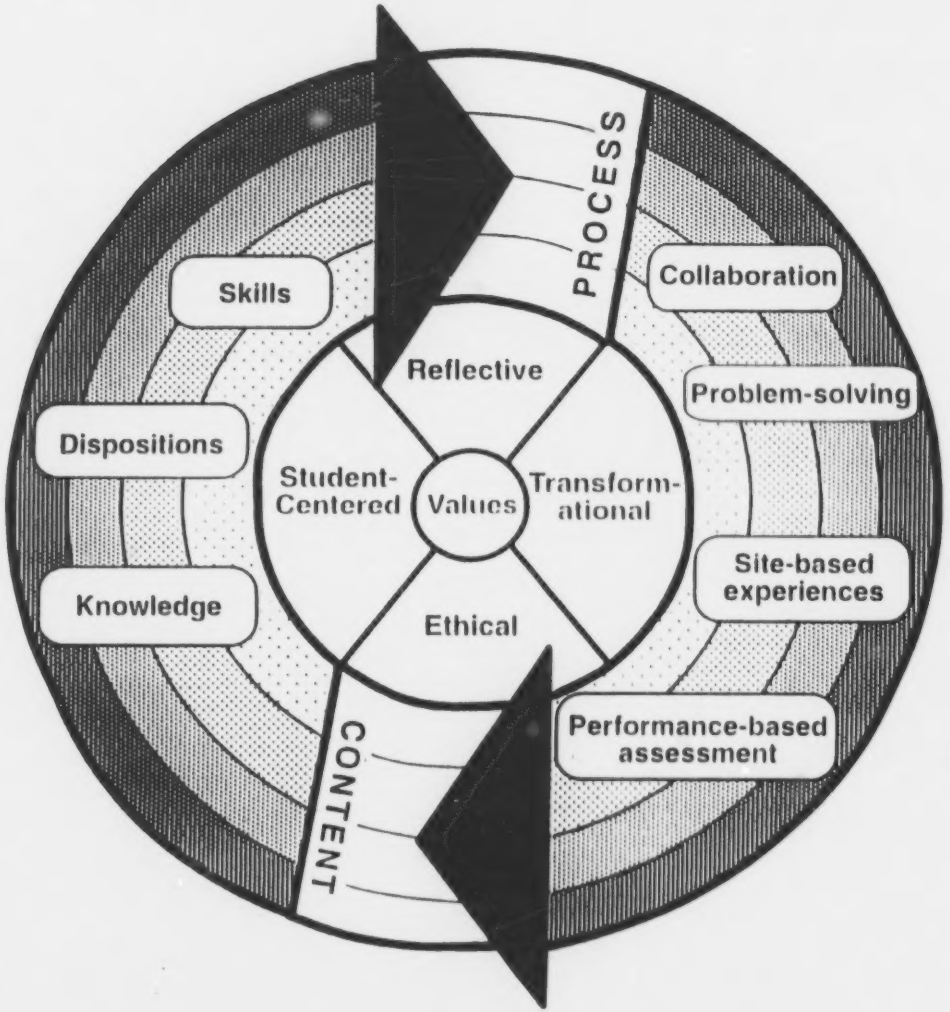
Conceptual Model of USM's Program of Principal Preparation

The University of Southern Mississippi's Principal Preparation Model for Values-Centered Leadership (see next page) has illustrated the interrelationship among the program's key components and grounding principles beginning with (1) an admissions process to screen for qualified candidates, (2) an integrated approach to organizing program content, (3) reliance on selected processes for effective program delivery, (4) an emphasis on selected values in leadership, and (5) the use of four major domains of principal proficiencies recommended by the National Policy Board for Educational Administrators, which have guided the program's development.

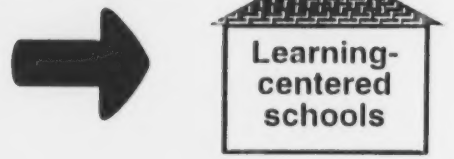
The program's visual model has illustrated the interaction of program content and process with the content based on the knowledge, dispositions, and skills identified by the Interstate School Leaders Licensure Consortium (ISLLC), the National Council for Accreditation of Teacher Education (NCATE) and by the state in its Mississippi Administrators' Standards and Indicators document as being essential for today's principal. The Department's program's processes have broken with traditional programs of principal preparation by having relied on many forms of internal and external collaboration including University-school district partnerships, team-teaching among faculty cohorts involving adjunct faculty as "clinical professors" in organizational blocks rather than in courses, organization of program around cohort groups of students, more reliance on constructivist approaches to curriculum and pedagogy, field-based experiences strategically and developmentally placed throughout the program from the first semester through the year-long internship, and greater regard for performance-based assessment of students. While these

University of Southern Mississippi's Principal Preparation Model for Values-Centered Leadership

Qualified candidates



Proactive principals



Student success

Domains of Principal Proficiencies

- Contextual
- Interpersonal
- Programmatic
- Functional

15

15A

characteristics have broken with traditional programs preparing administrators, they have remained consistent with and supportive of the recommendations contained in Mississippi's Administrator Preparation and Certification Program Development Principles.

This new program was designed to consist of 36 semester hours of course credit with an additional requirement of an internship of 6 to 12 semester hours. The first full-time cohort student group will begin with the fall 1999 semester in which a group of students not currently employed full time (maximum of 25) enrolls in the first of three blocks of integrated program content (Block 1), followed in the spring semester 2000 by Block 2, in the summer 2000 by Block 3, followed by the internship occurring in the second year (2000-2001) over both fall and spring semesters. The part-time program options have been scheduled to begin with a cohort group of students enrolling in Block 1 in the summer 1999 semester, Block 2 in the fall (1999) and spring (2000) semesters, Block 3 in the summer 2000 semester, followed by the internship occurring over a full school year (2000-2001) through fall and spring semesters. The two programs were designed to be identical in content, sequencing, structure and delivery with the only difference being that Block 2 for the part-time student cohort is to be spread over two semesters rather than one semester as in the case of the full-time cohort program. The part-time cohort program has been scheduled to allow students who have continued to be employed full time to take heavy loads in the summer and lighter loads in the fall and spring semesters. The integrity of the program has been designed to be maintained in both cohort student group experiences.

Core Curriculum

Consistent with the department's vision and mission, USM's Principal Preparation Model for Values-Centered Leadership has targeted the development of *proactive principals* who will have evolved into student-centered, reflective, ethical/trustworthy, and transformational leaders. Again this has been illustrated in the

model, these themes have provided basic grounding and design principles recommended by the state which have been tread throughout the program, facilitated its integration, and were embedded in the four major domains of principal proficiencies described by the National Policy Board for Educational Administration as the interpersonal, the contextual, the programmatic,, and the functional domains. These domains were defined in *Principals for Our Changing Schools: The Knowledge and Skill Base* (1993), a document intended as a "flexible design....or template for preparation, inservice, or certification programs. Although the domains were not intended as separate courses, "the authors contended that "they can be tapped as strands of a cross-disciplinary program, or for a problems-of-practice approach" (p.xv). In the USM program of principal preparation, the domains were integrated throughout the program with individual domains of Contextual, Programmatic, and Functional providing a curriculum focus for each of the three blocks of the Department's integrated program content with NPBEA's fourth domain, the Interpersonal, being unilaterally emphasized throughout the program.

Organization and Sequencing of Integrated Curriculum Blocks

Block 1 - *The Landscape of Leadership* (12 semester hours of credit)

This block's focus was on students more fully understanding themselves as potential leaders, becoming a cohort team, and further development of the knowledge, skills, and attitudes which an educational leader has been expected to possess in order to deal with changing school and community environments.Students have been expected to gain insight into the school and community environments and into various contextual factors that have influenced the educational setting. Concepts that were explored within this instructional block included leadership theory, organizational oversight, self-understanding, educational philosophy, and research consumerism. (See Appendix Four for a more fully detailed description of this instructional block.)

Block 2 - *The Principal as Instructional Leader* - (12 semester hours of credit)

The second block built on Block 1's emphasis on the landscape of leadership by focusing on the heart of principals' work, i.e., increasing students' skills and ability to plan and implement school improvement and a program of instruction centered on student learning, achievement, and success. Concepts included in this block of integrated instruction to facilitate students' understanding were improving teaching and learning; curriculum products, processes, and issues; professional development; targeting student success through measurement and evaluation; and action research. (See Appendix Five for a more fully detailed description of this instructional block.)

Block 3 - *The Principal as Manager - (12 semester hours of credit)*

The third block of instruction targeted students' understanding and skill in managing key organizational processes for facilitating the instructional program and nurturing teaching and learning in the school community. Developmentally, this block served as a synthesizer of the preceding two blocks by focusing on management functions as tools for principals, as instructional leaders, to operationalizing the goals and central mission of the organization of the school, i.e., student success. Central concepts that have been dealt with in this instructional block included leadership accountability; human, fiscal, and material resource management; school improvement; school law; and educational equity. (See Appendix Six for a more expansive delineation of this block's content.)

Year Two - *The Internship* - (6 to 12 semester hours of credit)

The second year of this preparatory program was designed for students to develop their skills and further apply and synthesize theory and the knowledge base through more intensive, individually constructed field-based experiences facilitated by a team comprised of a practitioner-mentor, a University advisor, and a designated

field-based supervisor. The internship has been viewed as being prescriptive and thus, has been designed to be somewhat flexible depending on the needs of the individual student.

The ordering of the instructional blocks was sequenced developmentally to accommodate increasingly complex program objectives. In addition, each block contained developmentally appropriate field-based experiences to further facilitate students' full understanding of each block's knowledge content (i.e., making observations in a district and shadowing a principal in order to complete a written contextual analysis of a district in Block 1; actually assisting a district with personnel functions in the summer in Block 3). Because of the importance of the field-based experiences from the outset of the program, in the first semester students have been expected to be paired with a practitioner-mentor who will be expected to work with the student and university advisor throughout the program in developing the student's individual program plan and further facilitating the field-based experiences of the student.

The various block's conceptual themes have flowed from content topics that facilitate each block's learner objectives. Thus, the curriculum has maintained a strong student-centered focus. The block's instructional teams were strategically assigned to match the expected student competencies and skills related to each block.

Instructional Procedures and Methodology

The processes for USM's content delivery has significantly differed from more traditional programs of administrator preparation as reflected in the program's model, the constructivist, student-centered delivery of the program has relied heavily upon collaboration, problem-solving, site-based experiences, and performance-based assessment. Individual program plans are to be developed by each student and his or her support team, i.e., practitioner-mentor, university advisor, and on-site supervisor during the first semester, updated regularly and kept as part of each student's portfolio,

and used as a monitoring tool throughout the program.

Collaboration. Because adult learners in particular can learn much from each other's varied experiences and perspectives, students in this program will have many opportunities to work as members of a team, to share ideas and work loads, and to experience participative leadership as members of a group. Students are expected to enroll as members of a cohort team for the entire program and are further expected to work as members of the cohort team as well as members of smaller ad hoc groups to enhance their skill, understanding, and appreciation of the benefits and power of group input and decision-making. Additionally, students will also have had the opportunity to experience collaborating with school districts on varied field-based projects as individuals and as teams throughout the program.

The department's commitment to collaboration for program deliver also has been manifested in its overall team-based approach to instruction organized around semester blocks rather than in traditional courses. Professors on campus along with clinical professors (part-time faculty who have continued to function as practicing administrators) and field-based mentors will have continued to work together to deliver each instructional block of the program and to further provide team-based input and support for each cohort student.

Site-based experiences. Traditional instructional strategies such as lecture, class discussion, and examinations have not been eliminated from the program but will be significantly diminished in light of the reformed program's emphasis on constructivist teaching and learning. Both in-class and field-based assignments and projects will be utilized in nurturing more active, hands-on, real-world experiences in the principalship. Refer to Appendices Six and Seven for more detailed information about instructional strategies exemplary of problem-centered, individual- and group prescribed pedagogy.

Site-based experiences. Beginning in the first semester and continuing

throughout the two-year program, students will have experienced developmentally appropriate, field-based assignments designed to extend and enhance their knowledge and skill base. The field-based component of each block was not conceived separately from the course content but rather as a part of the total 12 semester hours of integrated content curricula. Each block's field based assignments were sequenced to incorporate increasingly more complex skills and concepts. An increasingly greater portion of each block's time has been designated to involve field-based experiences, leading up to the full-year personalized internship. Site-based experiences are to be planned to and facilitated by the student and the student's support team and the instructional team of each program block.

Technology. An essential part of any program designed to prepare today's educational leaders must incorporate sufficient attention to and appropriate use of technology (1) in delivery of the program through instructional applications of technology; (2) through technologically enhanced program management; (3) through up-to-date curricular information and training in the use of technology to support cutting-edge school leadership. The block descriptions have reflected the incorporation of technology in the curriculum and program content; but in order to deliver this program as conceived, the department has requested a technologically-enhanced laboratory for various media interactive activities, enhanced instruction, as well as for facilitating faculty, student, and cohort use of the Internet, e-mail and listservs, computer-based programs, and simulations.

Distance learning via satellite transmission was already in place to facilitate coordination of the Hattiesburg and Gulf Coast campuses. Satellite transmission should further enhance the work of the department in collaborating with other universities and school districts as this technology becomes more widespread across the state.

Assessment

Assessment of Students

Student assessment in USM's principal preparation program has reflected a focus on higher-order thinking by emphasizing performance-based assessments in addition to more traditional modes for assessing mastery of content material relative to a professional knowledge base. Instructors within each block are expected to determine a given set of assessments for each set of block experiences. Although traditional measures such as tests of the knowledge base, research papers, and a summative comprehensive examination are planned to be utilized, team-based, collaborative portfolio development and analysis procedures and performance-based assessment rubrics to assess students' knowledge, attitudes, and skills have been planned to become more of the focus in monitoring students' development. These processes are expected to capitalize on student self-reflection, peer assessment, personal responses and interactions during clinical experiences, and performance-oriented activities during clinical activities in the first three blocks as well as the internship experiences in accordance with the program goals and the student's individual learning plan.

The Individual Diagnostic Profile of Principal Proficiencies (See Appendix Eight), developed by the department and based on NCATE's standards, has been identified to assess individually each student's skills beginning in Block 1 and will be one means of monitoring students' growth and development. The instrument will be kept in the students' portfolio along with documented evidences of skill attainment related to each proficiency. Additionally, this diagnostic profile has been designated as a major component to be used to construct a customized internship at the end of the program's first three blocks of instruction. Summative assessment of students at the end of their entire program will be based on the final student portfolio and the results of the master's comprehensive examination.

Assessment of the Program

Accountability of the total program has been viewed as an ongoing process based on input from students, faculty, and the Leadership Advisory Board. Pre- and post-graduation surveys of students, student evaluations of faculty, annual state/NCATE reviews of the program, and student success rate on the new Principal Licensure Assessment have been designated to serve as sources of data for determining the program's success. Moreover, each block instructional team has been charged with annual review of content and activities so as to assure maximum effectiveness in the instructional product offered to students in each block. The students' portfolios, although intended in this program initially to benefit students tracking their own growth and development, should also be of help in the department's overall program assessment. To this end, the portfolios will be reviewed by a team of faculty and L.A.B. members on an annual basis to look for strengths and weaknesses of the program based on its goals and objectives.

In accordance with the Mississippi State Department of Education Process and Performance Standards for Educational Leadership Programs, individual student records will include (a) standard application/portfolio packets, (b) record of pre-selection interview results, and (c) an individualized program of studies consistent with NCATE standards as delineated by the Educational Leadership Licensure Consortium. In addition, the department will monitor the results of the performance of program graduates on the Principal's Licensure Assessment to assure that the state-required minimum of 90% of students score at or above the required proficiency level. Other State Department of Education Process and Performance Standards as may be

implemented by the state will be incorporated into the department's annual review process.

Conclusion

This new reform program for the preparation of school administrators has brought together a number of ideas, models, and delivery formats to create a totally different approach from that which has been in operation at the University of Southern Mississippi. It is recognized by the department that this program is an evolving one, which over time is expected to continue to modify itself as a result of both on-going internal and external assessments. What level of success will the program achieve is not yet known; however, the anticipation and expectation within the department is that this program will be responsible for creating school administrators fully ready and capable of effecting quality instructional opportunities and settings well into the new millennium.

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Appendix One

Full-Time Student Cohort Program

The University of Southern Mississippi
Master's in Educational Administration
Proposed Program for Full-Time Student Cohort

Year #1 Semester	Credits	Integrated Block Themes	NPBEA Domain Emphases
Block #1		**The Landscape of Leadership**	CONTEXTUAL
Fall	12 hours	1. Leadership for Student Success 2. Organizational Oversight 3. Importance of Self-understanding to Effective Leadership 4. Philosophical and Contextual Realities of School-based Leadership 5. Informed Research Consumerism	CONTEXTUAL
	Total: 12		
		[Campus & Field Experiences in Educational Leadership]	
Block #2		**The Principal as Instructional Leader**	PROGRAMMATIC
Spring	9 hours	1. Improving Teaching and Learning 2. Curriculum Products, Processes, and Issues 3. Professional Development 4. Targeting, Evaluating, and Assessing Student Success 5. Action Research 3 hrs. advised selection	PROGRAMMATIC
	Total: 12		
		[Campus & Field Experiences in Curriculum & Instruction]	
Block #3		**The Principal as Manager**	FUNCTIONAL
Summer	12 hours	1. Leadership Accountability 2. Organizational Oversight: Human, Fiscal, Material Resource Management 3. School Improvement 4. School Law 5. Educational Equity	FUNCTIONAL
	Total: 12		
		[Campus & Field Experiences in Resource Management]	
Year #2 - Internship			
Fall	3 to 6 hours	Internship I	CONTEXTUAL / PROGRAMMATIC / FUNCTIONAL / INTERPERSONAL
Spring	3 to 6 hours	Internship II	CONTEXTUAL / PROGRAMMATIC / FUNCTIONAL / INTERPERSONAL

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Appendix Two

Part-Time Student Cohort Program

The University of Southern Mississippi
Master's in Educational Administration
Proposed Program for Part-Time Student Cohort

Year #1 Semester	Credits	Integrated Block Themes	NPBEA Domain Emphases
Block #1	**The Landscape of Leadership**		
Summer	12 hours	1. Leadership for Student Success 2. Organizational Oversight 3. Importance of Self-understanding to Effective Leadership 4. Philosophical and Contextual Realities of School-based Leadership 5. Informed Research Consumerism	CONTEXTUAL
	Total: 12		
	[Campus & Field Experiences in Educational Leadership]		
Block #2	**The Principal as Instructional Leader**		PROGRAMMATIC
Fall	6 hours	1. Improving Teaching and Learning 2. Curriculum Products, Processes, and Issues 3. Professional Development 4. Targeting, Evaluating, and Assessing Student Success 5. Action Research	
	Total: 6		
	[Campus & Field Experiences in Curriculum & Instruction]		
Spring	3 hours	Fall Themes Continued 3 hrs. advised selection	
	Total: 6		
	[Campus & Field Experiences in Curriculum & Instruction)		
Block #3	**The Principal as Manager**		FUNCTIONAL
Summer	12 hours	1. Leadership Accountability 2. Organizational Oversight: Human, Fiscal, Material Resource Management 3. School Improvement 4. School Law 5. Educational Equity	
	Total: 12		
	[Campus & Field Experiences in Resource Management]		

Year #2 - Internship			CONTEXTUAL	PROGRAMMATIC	FUNCTIONAL	INTERPERSONAL
Fall	3 to 6 hours	Internship I				
Spring	3 to 6 hours	Internship II				

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Appendix Three

Crosswalk Matrixes

Relationship of USM's Program Blocks to National and State Standards

STANDARDS AND INDICATORS CROSSWALK
MATRIX ALIGNING USM PROGRAM CONTENT BLOCKS WITH
MISSISSIPPI, ISLLC, AND NCATE STANDARDS

USM'S PRINCIPAL PREPARATION PROGRAM CONTENT ⇒	Block 1: Campus and Field Experiences in Educational Leadership	Block 2: Campus and Field Experiences in Curriculum and Instruction	Block 3: Campus and Field Experiences in Resource Management	Year #2: Internship
MISSISSIPPI ADMINISTRATOR STANDARDS ⇒	2. Applies human relations and interpersonal skills to foster a climate of continuous learning and improvement. 4. Exhibits team building skills in the development of ownership among all stakeholders in the school community. 5. Models and promotes ethics and integrity in professional and personal activities.	1. Maximizes student learning by working with staff to translate knowledge of learning theory and human development and relevant school data into successful curricular programs, instructional practices, and assessment strategies. 2. Applies human relations and interpersonal skills to foster a climate of continuous learning and improvement. 5. Models and promotes ethics and integrity in professional and personal activities.	2. Applies human relations and interpersonal skills to foster a climate of continuous learning and improvement. 3. Facilitates the development and maintenance of organizational and managerial systems consistent with the vision and mission of the school community. 5. Models and promotes ethics and integrity in professional and personal activities.	1. Maximizes student learning by working with staff to translate knowledge of learning theory and human development and relevant school data into successful curricular programs, instructional practices, and assessment strategies. 2. Applies human relations and interpersonal skills to foster a climate of continuous learning and improvement. 3. Facilitates the development and maintenance of organizational and managerial systems consistent with the vision and mission of the school community. 4. Exhibits team building skills in the development of ownership among all stakeholders in the school community. 5. Models and promotes ethics and integrity in professional and personal activities.

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USM'S PRINCIPAL PREPARATION PROGRAM CONTENT ⇒	Block 1: Campus and Field Experiences in Educational Leadership	Block 2: Campus and Field Experiences in Curriculum and Instruction	Block 3: Campus and Field Experiences in Resource Management	Year #2: Internship
INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM STANDARDS ⇒	1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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NCATE CURRICULUM EMPHASES

UNIVERSITY OF SOUTHERN MISSISSIPPI'S MASTER OF EDUCATIONAL ADMINISTRATION

USM's Principal Preparation Program Content	Block 1: Landscape of Leadership	Block 2: Principal as Instructional Leader	Block 3: Principal as Resource Manager	Year 2: Internship
NCATE Standards: **Area I - Strategic Leadership**	Proficiencies: 1. Prof. & Eth. Lead. → 1.1-1.7 2. Info. Mgt./Eval. → → 2.1	→ → → → → → → 1.1-1.7 → → → → → → → 2.1-2.4	→ → → → → → → 1.1-1.7 → → → → → → → 2.2-2.4	Fully integrated emphases ↓
Area II - Instructional Leadership	3. Curr., Inst, Supv. & Lng. Environ. → 3.1, 3.2 5. Stu. Per. Serv. → → 5.4	→ → → → → → → 3.1-3.9 4. Prof. Dev. → → → & Human Res. 4.1-4.4 → → → → → → → 5.1, 5.5	→ → → → → → → 4.1-4.6 → → → → → → → 5.1-5.4	
Area III - Organizational Leadership	6. Org. Mgt. → → → 6.2, 6.3 7. Interper. Relations → 7.1-7.5 8. Fin. Man./Res Alloca. → 8.1 9. Tech. & Info. Sys. → 9.3	→ → → → → → → 7.1-7.5 → → → → → → → 9.1, 9.3	→ → → → → → → 6.1, 6.3, 6.4 → → → → → → → 7.1-7.5 → → → → → → → 8.2-8.4 → → → → → → → 9.2, 9.3	
Area IV - Political and Community Leadership	10. Comm. & Media Rela. → 10.1-10.6 11. Ed. Law, Pub. Pol., & Pol. Sys. → 11.3-11.6	→ → → → → → → 10.1-10.6 → → → → → → → 11.5	→ → → → → → → 10.1-10.6 → → → → → → → 11.1, 11.2, 11.5, 11.7	
Area V: Internship	12. Internship → → → 12.1	→ → → → → → → 12.1	→ → → → → → → 12.1	

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Appendix Four

Block One: The Landscape of Leadership

Core Curriculum
Master of Education in Educational Administration
Block 1: The Landscape of Leadership

Block Description

This block's focus is on broadening students' understanding of themselves and the many forces and ideas in which schools operate. The complex dimensions of school leadership including the intellectual, ethical, cultural, economic, political, legal, governmental, and technological will be explored through a variety of individual and group-based assignments and activities. Students will have opportunities to read widely, write reflectively, and participate in field-based activities, cohort discussions, and group problem-solving in order to enhance their understanding of traditional and emerging perspectives on what it means to be a school principal.

Key Learner Objectives

Upon completion of this block of instruction, students will:

1. Develop a passion and commitment to the central mission of school leadership: students' welfare and success.
2. Better understand themselves as potential school leaders.
3. Become cooperative members of an effective cohort team.
4. Know human relations theories and demonstrate a variety of human and public relations skills related to effective leadership.
5. Improve their communication skills and demonstrate effective communication strategies via memo writing, formal presentations, extemporaneous speaking, empathic listening, and appropriate body language.
6. Know and be able to articulate major leadership theories.
7. Understand and value the concept of participatory leadership in *schools-as-moral communities* with many important stakeholders as demonstrated via case studies and problem-centered activities for team building.
8. Understand the nature, scope and importance of the legal and ethical parameters of school leadership.
9. Have thoroughly explored and reflected on the role of education and school leadership in today's society with increased awareness of the changing contexts of the organization of schools with regard to diversity, technology, and resources.
10. Demonstrate technological competency in the use of PowerPoint, e-mail, and Internet.
11. Explore the moral implications of school leadership and decision-making, and begin developing their personal Educational Platform.
12. Understand basic principles of research and demonstrate competency in research consumerism.

Content Topics Supportive of Objectives

- Understanding our mission: meeting students' needs
- Understanding ourselves and our leadership potential

- Leadership theory
- Leadership styles
- Developing a shared vision
- Moral implications of leadership
- Roles and functions of the principalship
- Decision-making models
- Oral and written expression
- Problem analysis
- Team-building concepts and strategies
- Human resource development
- Change theory
- Strategic planning and school improvement
- Organizational climate/culture
- Legal and regulatory dimensions of the principalship
- Role of technology in school leadership
- Types of power
- Basic research principles
- Schools as communities
- Dealing with diversity
- Human and public relations
- Conflict resolution strategies
- Philosophical underpinnings of education in the U.S.

Major Block Themes

1. Leadership for student success
2. Organizational oversight
3. The importance of self-understanding to effective leadership
4. Philosophical and contextual realities of school-based leadership
5. Informed research consumerism

Instructional Strategies

Sample Field-Based Activities:

**Shadow a Principal* - A structured observation for a two-day overshadowing activity.

*Group Assignment - Spend several days as a team observing in a school and complete a *Context Analysis* of the school to present in class.

Sample Problem-Based Learning Projects:

**Write Right!* - A project developed by Bridges and Hallinger to improve students' written communication skills.

**Framing & Solving of Problems* - Another Bridges and Hallinger project designed to improve students' problem-solving skills.

Sample Opportunities for Assessment/Evaluation of Student Performance:

*Feedback from cohort and instructor on a PowerPoint presentation using a prescribed presentation protocol
*Feedback on PBL activity using a prescribed writing protocol
*Information gleaned from leadership style profile instruments and self-assessment inventories
*Understanding of knowledge base and communication skill demonstrated via oral and written performances from varied assignments throughout block
*Observation of students' success as team members

Portfolio Development

*Educational Platform - first draft
*Student-selected artifacts (work samples) accompanied by a reflective essay explaining the significance of each piece
*Initial Diagnostic Profile of student's competencies (NCATE proficiencies)
*Results of Style Inventories

Suggested Resources for Block One

Area: Leadership, Principalship, and Organizational Management

Ashbaugh, C. R. & Kasten, K. L., Educational leadership: Case studies for reflective practice (2nd ed.) (Longman, 1995).

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National School Public Relations Association, School public relations: The complete book (National Association of Secondary School Principals, 1986).

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Area: Legal and Regulatory Applications

Alexander, K. & Alexander, M. D., American public school law (3rd ed.) (West Publishing, 1992).

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Young, A critical theory of education: Habermas and our children's future (Teachers College Press, 1990).

Area: Research

American Education Research Association, Ethical standards of the American Educational Research Association, Educational Researcher, 21(7), 23-26 (1992).
American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, Standards for educational and psychological testing (American Psychological Association, 1985).
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Appendix Five

Block Two: The Principal as an Instructional Leader

Core Curriculum
Master of Education in Administration
Block 2: The Principal as an Instructional Leader

Block Description

In this block of the program, students will develop competency in designing, delivering, monitoring, and assessing an effective, student-centered curriculum which expands the definition of literacy, competency, and cultural integration to include technological skill, problem-solving, critical thinking, communication skills, and cultural enrichment for all students.

Key Learner Objectives

Upon completion of this block of instruction, students will:

1. Understand curriculum development relative to its historical, theoretical, practical, and technological contexts.
2. Develop curriculum products appropriate to schools and developmental levels of students.
3. Relate theories of cognitive development to the sequencing and structuring of curriculum for student-centered schools.
4. Demonstrate knowledge of a variety of effective teaching strategies and structuring processes that feature teacher development of new instructional delivery strategies.
5. Apply varied and reliable proficiency indicators to assess student performance.
6. Demonstrate and model effective skills in assessing and enhancing professional development and supervision.
7. Apply basic research methods in a field-based project.

Content Topics Supportive of Objectives

The following content issues will be addressed in this block of instruction:

- Principles of student-centered instruction and assessment
- Teaching and learning theories and styles (State and National mandates relating to curriculum)
- Curriculum development
- School improvement
- Scheduling - design alternatives and implementation
- Instructional time management, e.g., strategic planning, etc.
- Instructional materials
- Professional development
- Literacy across the curriculum
- Assessment: Effective use of performance-based assessment, standardized assessment, and criteria-referenced assessment
- Conferencing skills
- Alternative supervision models, e.g., peer coaching model, etc.
- Methods of collecting, analyzing school data for program improvement
- Accreditation

- Diversity issues such as:
  - Gender
  - Multiculturalism
  - Multi-intelligences
  - Special needs students
  - Multi-age and Multi-grade
- Technology to support learning
- Constructivism
- Cognitive psychology
- Managing change
- Legal and regulatory dimensions of the principalship
- Vision development

Major Block Themes

1. Improving Teaching and Learning
2. Curriculum Products, Processes, and Issues
3. Professional Development
4. Targeting Student Success Through Measurement and Evaluation
5. Action Research

Instructional Strategies

Sample Field-Based Activities:

*Following up on overall Contextual Analysis from last semester's field-based activities, analyze the *instructional culture/climate* of the school (i.e., school mission, philosophy, use of school time).

*Select, collect and analyze school-based data for developing the instructional component of a school improvement plan.

*Analyze strengths and weaknesses of teaching personnel related to curriculum objectives and student performance.

Sample Problem-Based Learning Projects:

**Educating Children with Special Needs* - A Bridges and Hallinger project designed to help prospective principals acquire the knowledge and understanding they need to meet the many needs of special students.

**In the Center of Things* - Another Bridges and Hallinger project that is a computer simulation designed to help students understand how instructional leaders create contexts that support school improvement through focusing.

Sample Opportunities for Assessment/Evaluation of Student Performance:
(evaluation decisions made with participation of students themselves, cohort peers, mentors, and the University instructional team)

*Formative - Summative narrative assessment of case studies and simulations
*Quality of an articulated and coordinated K-12 curriculum document

*Quality of data-base analysis and operation plan for improved teaching/learning
*Action research project: Selection, collection, and analysis of school-based data
*Performance in PBL activity using prescribed rubric

Portfolio Development

*Educational Platform - revised draft
*Student and instructor selected artifacts (work samples) accompanied by a reflective essay explaining the significance of each piece
*Sample of curriculum project/document
*Updated Diagnostic Profile of student's competencies with supporting evidence

Suggested Resources for Block 2

Area: Improving Teaching and Learning

Apple, Teachers and texts (Routledge & Kegan, 1986).

Archibald, Authentic assessment: What it means and how it can help schools, National Center for Effective Schools (University of Wisconsin-Madison, 1991).

Aronowitz, S. & Girous, H. A., Education under siege (Bergin & Garvey, 1985).

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Jones, B. F. Pallincsar, A. S., Igle, D. C. & Carr, E. G., Strategic teaching and learning: Cognitive instruction in the content areas (Association for Supervision and Curriculum Development, 1988).

Joyce (Ed.), Changing school culture through staff development (1990 Yearbook of the Association for Supervision and Curriculum Development, 1990).

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Keefe, J. W. & Jenkins, J. M. (Eds.), Instructional leadership handbook (National Association of Secondary School Principals, 1984, 1991).

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Herr, Guidance and counseling: A shared responsibility (National Association of College Admission Counselors, 1991).
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Appendix Six

Block Three: The Principal as Manager

Core Curriculum
Master of Education in Administration
Block 3: The Principal as Manager

Block Description

In this, the third instructional block of the program, students will build on their understanding of leadership and the principles of a student-centered school and curriculum as they acquire essential skills, knowledge, and dispositions related to *managing and operating schools* with student success as the organization's primary target and central mission. Students will solve problems as individuals and as members of a cohort team; spend considerable time in relevant field-based activities; and read, write about, discuss, and reflect on the managerial functions (fiscal, human, and material resources) of the principalship and how these functions relate to effective leadership.

Key Learner Objectives

Upon completion of this block of instruction, students will:

1. Understand that the managerial aspects of the principalship are essential parts of, but do not solely constitute, the role of today's school leader whose primary aim is maximizing student success.
2. Understand the importance of and be knowledgeable about basic laws, policies, and regulations of school management in providing an equitable education for all students.
3. Be committed to high moral standards in fulfilling the managerial role of the principal, a position of significant public trust.
4. Develop a respectful, "service orientation" toward students, parents, teachers, and the community as a fundamental part of school leadership.
5. Demonstrate a positive, pro-active attitude toward dealing with change and taking risks to improve the school.
6. Be familiar with and able to initiate a variety of school improvement processes as a member of a team.
7. Understand basic principles of school finance.
8. Be committed to and have skills for maximizing the human potential of teachers, students, and staff in the organization.
9. Demonstrate understanding of school-based budgeting, including its advantages and disadvantages; processes and problems in implementing such a model; and the roles of stakeholders in the process.
10. Have an awareness of and an appreciation for the important dimensions of *efficient* and *effective* organizational oversight in fostering teaching and learning.
11. Demonstrate ability and commitment to use technology in managing and maximizing school operations (i.e., Personnel Information Management Systems [PIMS] and Student Information Management Systems [SIMS]).
12. Understand and apply basic principles and theories of effective human resource development and management.
13. Demonstrate knowledge and skill in planning strategically with faculty and community to operationalize one's vision of an excellent school committed to

student success.

14. Be capable of effective written and oral communication with demonstrable skills in writing memos, making presentations, defending a position, conducting meetings, conducting conferences, and speaking extemporaneously.

Content Topics Supportive of Objectives

- Staffing processes and procedures (recruitment, selection, placement, induction)
- Financial planning and budgeting
- Resource development and allocation
- Administering personnel functions
- Administering student personnel services
- Categorical programs
- Dismissal and/or non-renewal processes
- Strategic planning and school improvement processes
- Shared decision-making
- Problem analysis
- Delegation
- Site-based management
- Community-school relations
- Ethical dimensions of school management
- Legal dimensions of school management
- Facilities management
- Research applied
- Democratic principles
- Equity issues for students and staff
- Effective communication
- Public relations

Major Block Themes

1. Leadership Accountability
2. Organizational Oversight: Human, Fiscal, and Material Resource Management
3. School Improvement
4. School Law
5. Educational Equity

Instructional Strategies

Sample Field-Based Activities:

*Interviews of participants in school-based budget team meetings.
*Assist with summer personnel activities in a school district
*Complete the development of a school improvement plan building on the field-based activities from the former blocks.

Sample Problem-Based Learning Projects:

Teacher Selection - A project developed by Bridges and Hallinger to facilitate students' acquisition of selection skills in hiring new faculty and to help them become more aware of the consequences and overall importance of this personnel function.
Put Your Money Where Your Mouth Is - A project developed by Bridges and Hallinger to demonstrate the practical realities and complexities of developing a budget with a focus on the importance of acquiring resources needed to implement desired programs.

Sample Case Studies:

"Using Committees to Make Key Decisions"
"An Effort to Study Site-Based Management"

Sample Opportunities for Assessment/Evaluation of Student Performance: (evaluation includes full team-based participation--the student, mentor, and instructional team).

*Quality of completed group project, the development of a school improvement plan
*Feedback on PBL activities using a prescribed protocol
*Understanding of knowledge base and communication skill demonstrated via oral and written performances from varied assignments and activities throughout block
*Mentor's observations of student in the field
*Indicators of collaboration among students working as a cohort team
*Reflective writing samples

Portfolio Development

*Educational Platform - third revision
*Student and/or instructor selected artifacts (work samples) accompanied by a reflective essay explaining the significance of each piece
*Updated Diagnostic Profile of student's competencies
*Individualized Internship Plan based on the assessment of the student's competencies and weaknesses (team developed)

Suggested Resources for Block 3

Area: Resource Development and Allocation

Alexander, K. & Salmon, R., Public school finance (Allyn & Bacon, 1995).

Caldwell, B. & Spinks, J., Policy formation and resource allocation (Deakin University, 1986) (ERIC Document Reproduction Service ED 283 264.

Campbell, T. & Sparkman, W., Preparing principals for resource allocation decisions, NASSP Bulletin, 74, 45-51 (1990).

Conway, J. A. & Calzi, F. The dark side of shared decision making, Educational Leadership, 53(4), 45-49 (1995).

Donnelly, Guidebook to planning: Strategic planning and budgeting basics for the growing firm (Van Nostrand Reinhold Co., 1984).

Garber, Vital topics in school finance. Paper presented at the annual meeting of the American Education Finance Association (Las Vegas, Nevada, 1990).

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Hughes, L. W. & Ubben, G. C., The elementary principal's handbook: A guide to effective action (3rd ed.) (Allyn & Bacon, 1989).

Keith, S. & Girling, R. H., Education, management, and participation: New directions in educational administration (Allyn & Bacon, 1991).

Larson, School-site budgeting, NASSP Practitioner, 19(4), 1-6.

Lasky, S.N.A.P. student needs as priority (a model for budget decision making), Catalyst for Change, Fall, 14, 15-17 (1984).

Lawler, High involvement management (Jossey-Bass, 1986).

Mandel, Resource distribution inside school districts (D. C. Heath and Co., 1975).

McPhail-Wilcox, B. & King, R. A., Resource allocation studies: Implications for school improvement and school finance research, Journal of Education Finance, 11, 416-432 (1986).

Monk, Toward a multilevel perspective on the allocation of educational resources, Educational Administration Quarterly, 20, 39-67 (1981).

Monk, The education product function: Its evolving role in policy analysis, Educational Evaluation and Policy Analysis, 11, 31-45 (1989).

Morgan, T. E. & Scebra, J. B., Managing scarce educational resources, Educational Technology, 17-47-49 (1997).

National School Boards Association, Shared decision making: NSBA series of school board governance (Author, 1994).

Neal, School based management: A detailed guide for successful implementation (National Educational Service, 1991).

Odden, Decentralized management and school finance, Theory into Practice, 33, 104-111 (1994).

Odden, E. R. & Wohlstetter, P. How schools make school-based management work, Educational Leadership, 52(5), 32-36 (1995).

Prasch, How to organize for school-based management (Association for Supervision and Curriculum Development, 1990).

Purcell, Principal's role in staff development (ERIC Document Reproduction Service No. ED 285 279, 1987).

Rebore, Personnel administration in education: A management approach (4th ed.) (Allyn & Bacon, 1995).

Rebore, W. & Rebore, R., Introduction to financial and business administration in public education (Allyn & Bacon, 1993).

Saville, Tailoring the interview process for more effective personnel selection (ERIC Document Reproduction Service No. ED 283 302, 1986).

Shortt, Teachers can become a vital component of the school budget process, NASSP Bulletin, 24, 39-46 (1994).

Swanson, A. & King, R., School finance: Its economics and politics (Longman, 1997).

Thompson, D., Wood, R. & Honeyman, D, Fiscal leadership for schools (Longman, 1994).

Wagoner, Site-based budgeting: A critical factor in the success of decentralized school management, School Business Affairs, 61, 43-48.

Westbrook, Decision making in the planning and design of Illinois public school facilities. Paper presented at the annual meeting of the American Education Finance Association, Lubbock, Texas (1988).

Wohlstetter, Getting school-based management right: What works and what doesn't, Phi Delta Kappan, 77, 22-24, 26 (1995).

Wohlstetter, P. & VanKirk, A. Redefining school-based budgeting for high performance. In Picus (Ed.), Where does money go? Resource allocation in elementary and secondary schools (Corwin Press, 1996).

Young, What is the most effective structure? Site-based budgeting is best, School Business Affairs, 58, 38-42 (1995).

Area: School Improvement Processes (Planning, Implementation, Delegation)

Bridges, A model for shared decision making in the school principalship, Educational Administration, 3, 49-61 (1967).

Connor, P. E. & Lake, L. K., Managing organizational change (Praeger 1988).

Dyer, Team building: Issues and alternatives (2nd ed.) (Addison-Wesley, 1987).

Engel, How to delegate: A guide to getting things done (Gulf Publishing, 1983).

Luthans, F., Hodgetts, R. M. & Rosenkrantz, S. A., Real managers (Ballinger, 1988).

Malen, B., Ogawa, R. T. & Kranz, J., What do we know about school-based management? A case study of the literature--A call for research. In Clune & Witte (Eds.), Choice and control in American education (Falmer Press, 1990).

Noon, "A" time: The busy manager's action plan for effective self management (Van Nostrand Reinhold, 1985).

Odiorne, How managers make things happen (Prentice-Hall, 1982).

Personnel Decisions, Inc., Management skills profile (Personnel Decisions, Inc., 1982).

Pfeiffer, Strategic planning: Selective readings (University Associates, 1986).

Schriesheim, C. A. & Neider, L. L., Distinctions among subtypes of perceived delegation and leadership decision-making (University of Miami, 1988).

Stufflebeam, D. L., Foley, W. J., Gephart, W. J., Guba, E. G., Hammond, R. L., Merriman, H. O. & Provus, M. M., Educational evaluation and decision making (Peacock Publishers, 1971).

Tracy, The power pyramid: How to get power by giving it away (Morros Publishers, 1990).

Vroom, V. H. & Jago, A. G., The new leadership: Managing participation in organizations (Prentice-Hall, 1988).

Walling, How to build staff involvement in school management (Prentice-Hall, 1984).

Area: Leadership Accountability

Bacharach, S. B. & Lawler, E. J., Power and politics in organizations (Jossey-Bass, 1980).

Block, The empowered manager: Positive political skills at work (Jossey-Bass, 1991).

Cibulka, Educational accountability reforms: Performance information and political power. In Fuhrman & Malen (Eds.), The politics of curriculum and testing (Falmer Press, 1991).

Croghan, J. H., Lake, D. G. & Schroder, H. M., Identification of the competencies of high-performing principals in Florida (Florida Council on Educational Management, 1983).

Cuban, The managerial imperative and the practice of leadership in schools (State University of New York Press, 1988).

Duke, What can principals do: Leadership functions and instructional effectiveness, NASSP Bulletin, 66, 1-12 (1982).

Duncan, Management: Progressive responsibility in administration (Random House, 1983).

Gorton, R. A. & Thierback-Schneider, G., School based leadership: Challenges and opportunities (William C. Brown Publishers, 1991).

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Hall, G. E. & Hord, S. M., Change in schools: Facilitating the process (University of New York Press, 1987).
Kilmann, Managing beyond the quick fix (Jossey-Bass, 1989).
Leithwood, K. A. & Montgomery, D. J., Improving principal effectiveness: The principal profile (Ontario Institute for Studies in Education, 1986).
National Commission for the Principalship, Principals for our changing schools: Preparation and certification (National Commission for the Principalship, 1990).
Oakes, Keeping track: How schools structure inequality (Yale University Press, 1985).
Quinn, R. E., Faerman, S. R., Thompson, M. P. & McGrath, M. R., Becoming a master manager: A competency framework (John Wiley and Sons, 1990).
Rossmiller, Resource allocation and achievement: A classroom analysis. In Odden & Webb (Eds.), School finance improvement linkages for the 1980s (Ballinger Press, 1983).
Smith, W. F. & Andrews, R. L., Instructional leadership: How principals make a difference (Association for Supervision and Curriculum Development, 1989).
Strike, K. A., Haller, E. J. & Soltis, J. F., The ethics of school administration (Teachers College Press, 1988).
Wilson, Tying program assessment and instructional planning to the allocation of financial resources. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development (New York, 1984).
Yukl, Leadership in organizations (2nd ed.) (Prentice-Hall, 1989).

Area: School Law

Alexander, K. & Alexander, M. D., American public school law (3rd ed.) (West Publishing, 1992).
Beckham, J. & Zirkel, P. (Eds.), Legal issues in public school employment (West Publishing, 1992).
Burton, An introduction to law and legal reasoning (Little, Brown, 1985).
Fischer, L., Schimmel, D. & Kelly, C., Teachers and the law (3rd ed.) (Longman, 1991).
Kirp, D. L. & Jensen, D. N. (Eds.), School days, rule days: The legalization and regulation of education (Falmer Press, 1986).
Kirst, Who controls our schools? (Freeman, 1984).
LaMorte, School law: Cases and concepts (2nd ed.) (Prentice-Hall, 1985).
McCarthy, M. & Cambron-McCabe, N., Public school law: Teachers' and students' rights (2nd ed.) (Allyn & Bacon, 1987).
Peterson, The law and public school operation (2nd ed.) (Harper & Row, 1978).
Rebell, M. & Block, A., Educational policy making and the courts (University of Chicago Press, 1982).
Shoop, R. J. & Dunklee, D. R., School law for the principal (Allyn & Bacon, 1992).
Tyack, D., James, T., & Benavot, A., Law and the shaping of public education, 1785-1954 (University of Wisconsin Press, 1987).

Other Resources

1. Persons directly associated with school-based management and budgeting. To include teachers, principals, and involved community members.
2. State and school district materials and forms related to budgeting, finance, and personnel.

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Appendix Seven

Sample Block Syllabus

SAMPLE BLOCK SYLLABUS

The University of Southern Mississippi
Department of Educational Leadership and Research
Master of Education in Administration
Block 1 Syllabus
The Landscape of Leadership
1999 Fall Semester

Block Description

During this introductory block of the master's degree program for educational administration, students and faculty will collaboratively plan the cohort and individual students' programs to meet the collective and unique needs of students in accomplishing the program's standards and objectives. Focus will be on students' broadening understanding of themselves as individuals and their leadership potential, of themselves as a cohort group of prospective leaders, and of the many forces and contexts in which today's schools and school leaders operate. Various contexts to be examined include the intellectual, ethical, cultural, economic, political, legal, governmental, and technological dimensions of school leadership. Students will have opportunities to expand their understanding of themselves and what it means to be a school principal through self-analysis inventories, class lecture and discussion, reflective reading and writing, and a variety of problem-centered, group-based activities and field-based assignments. An important component of this initial block in the program is the selection of a practitioner-mentor for each student who will work with the student and his/her University advisor in planning for and executing the student's program including the field-based activities occurring throughout the program.

Core Faculty Team and Areas of Emphasis

Larry G. Daniel, Ph.D., Professor - Research, Organizational Oversight
Sandra L. Gupton, Ed.D., Associate Professor - Leadership, Organizational Oversight
Jack Klotz, Ph.D., Assistant Professor - Leadership, Philosophy

Additional Faculty

Clyde Ginn, Ph.D., Professor and VP for Administrative Affairs - Self-Understanding for Effective Leadership
Selected Clinical professors to team with primary faculty throughout block

Students

A cohort group of 20-25 full-time EDA master's-level students

Content Themes

1. Leadership for student success
2. Organizational oversight
3. The importance of self-understanding to effective leadership
4. Philosophical and contextual realities of school-based leadership
5. Informed research consumerism

Block Requirements

- **Attend classes and participate fully in the problem-centered curricula as members of a cohort team of students.**

  Preparation for classes and activities will necessitate extensive reflective reading and frequent writing about a wide variety of topics related to the field of administration and school leadership. An attempt will be made to consider the quality of each individual's class discussion and participation when determining final block grades.

- **Begin the development of a Professional Portfolio.**

  Because the workplace is demanding more evidence that school leaders can meet performance expectations, the performance-based portfolio will be a vehicle for your discovering, documenting, and developing your leadership skills. You will manage and organize this portfolio, but your instructors and mentor will review the portfolio at least once during the semester as part of the block assessment of your performance and for programmatic assessment. The primary aim of this project is to assist aspiring school leaders in identifying strengths and setting goals to fill in knowledge and skill gaps in order to individualize the program to meet the individual student's needs.

  This block will give you many opportunities for inventorying your leadership skills, strengths, and weaknesses. These inventory data will become a part of your portfolio to be used to guide you and your support team in developing and monitoring your program plan and progress.

- **Develop the first draft of an Educational Philosophical Platform as a part of a Professional Portfolio.**

  This document will be rewritten and revised throughout your program. It should reflect your best thinking about your core beliefs as an educator. More specific instructions and guidance in developing this document will be given by your instructors. At the end of the block, this working draft will be assessed to contribute to the student's block grades.

- **Complete two field-based assignments.**

  (1) Interviewing and shadowing a principal and (2) completing a group-based research paper and class presentation related to the contextual analysis of a school or school district.

See attached instructions for completing #1; more complete instructions will be given for both assignments by your mentor and instructors. These assignments will be graded.

- **Complete one simulated principal's in-basket exercise.**
  This exercise is a timed, individually done, in-class activity based on the model used by NASSP in their Principal Assessment Centers. Grades will be holistically derived by your instructional team serving as assessors.

- **Complete 4 case-study analysis papers.**
  These case studies will come from the Ashbaugh text and will follow the format included in this handout. The class schedule refers to the specific cases and dates for their completion. Grades will be given for each case's analysis paper.

- **Complete 2 group-based PBL projects.**
  Refer to your class schedule for specific project titles and dates for project assignments. These projects are group-based projects which require both in and out of class work time. Both individual and group-based grades will be determined from the project by input from peers, group members, mentors, and instructors.

Determination of Block's Final Grades

Final grades for the block will be derived by the block's core instructional team (with input from mentors, practitioners, clinical professors, cohort peers, and student him/herself) and will be based on the following major components:

1. The quality of class and cohort participation along with attendance and punctuality will constitute up to 5% of the final grade. **(5 points)**

2. The Professional Portfolio will constitute 10%. **(10 points)**

3. The first draft of your Educational Platform will constitute 10%. **(10 points)**

4. The principal Interview and Shadowing assignment will constitute 10%. **(10 points)**

5. The Context Analysis assignment and related Power-Point presentation will constitute 10%. **(10 points)**

6. The simulated principal's in-basket exercise will constitute 5%. **(5 points)**

7. The written analyses of the 4 assigned case studies will constitute 20%. **(20 points)**

8. The written and oral products of the 2 problem-based learning assignments will constitute 15%. **(15 points)**

See attached instructions for completing #1; more complete instructions will be given for both assignments by your mentor and instructors. These assignments will be graded.

- **Complete one simulated principal's in-basket exercise.**
  This exercise is a timed, individually done, in-class activity based on the model used by NASSP in their Principal Assessment Centers. Grades will be holistically derived by your instructional team serving as assessors.

- **Complete 4 case-study analysis papers.**
  These case studies will come from the Ashbaugh text and will follow the format included in this handout. The class schedule refers to the specific cases and dates for their completion. Grades will be given for each case's analysis paper.

- **Complete 2 group-based PBL projects**.
  Refer to your class schedule for specific project titles and dates for project assignments. These projects are group-based projects which require both in and out of class work time. Both individual and group-based grades will be determined from the project by input from peers, group members, mentors, and instructors.

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4. The principal Interview and Shadowing assignment will constitute 10%. **(10 points)**

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6. The simulated principal's in-basket exercise will constitute 5%. **(5 points)**

7. The written analyses of the 4 assigned case studies will constitute 20%. **(20 points)**

8. The written and oral products of the 2 problem-based learning assignments will constitute 15%. **(15 points)**

9. Written examinations, mid-term and final, will together constitute 15% of the final grade. **(15 points)**

Grade Equivalents

88-100	**= A - Consistently good to exemplary performance in all areas**
75-87	**= B - Above average performance on quality and quantity of work**
60-74	**= C - Performance (quality and/or quantity) generally less than expected for students enrolled in this program**
Below 60	**= Unsatisfactory performance**

DISABILITIES STATEMENT: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Support Services for information on appropriate policies and procedures at Southern Station, Box 8586, Tel/TTY: 601-266-5024; Fax: 601-266-6331.

Appendix Eight

Individual Diagnostic Profile of Principal Proficiencies

INTERNSHIP PLANNING GUIDE

ADMINISTRATIVE INTERNSHIP PLAN FOR ACHIEVING COMPETENCY RELATIVE TO NCATE GUIDELINES

AREA I, STRATEGIC LEADERSHIP. The knowledge, skills, and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

MEASURES OF COMPETENCE:

N	Not measurable or observed
1	Beginning status or inadequate competence
2	Limited experience or marginally competent
3	Satisfactory competence
4	Very competent
5	Outstanding competence

DEMONSTRATES COMPETENCY

1. Professional and Ethical Leadership

The intern demonstrates an understanding of, and the capability to:

Pre-Internship Competence			End of Internship
N 1 2 3 4 5	1.1	Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning (e.g. cultivate group norms, influence institutional culture, and affirm core values).	N 1 2 3 4 5
N 1 2 3 4 5	1.2	Use motivational theory to create conditions that motivate staff, students, and families to achieve the school's vision (e.g. facilitate collegiality and teamwork, encourage challenging standards, provide autonomy, support innovation, delegate responsibility, develop leadership in others, provide leadership opportunities, recognize and reward effective performance, provide knowledge of results, provide coaching and maundering, gain resources, serve as a role model).	N 1 2 3 4 5
N 1 2 3 4 5	1.3	Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills (e.g. identify problem, seek and analyze problem factors, collect and	N 1 2 3 4 5

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		organize relevant information, identify causes, seek creative solutions, apply ethical standards, determine best solution with others when appropriate).	
N 1 2 3 4 5	1.4	Initiate, manage, and evaluate the change process.	N 1 2 3 4 5
N 1 2 3 4 5	1.5	Identify and critique several theories and their application to various school environments.	N 1 2 3 4 5
N 1 2 3 4 5	1.6	Act with a reasoned understanding of major historical, philosophical, ethical, social, and economic influences affecting education in a democratic society.	N 1 2 3 4 5
N 1 2 3 4 5	1.7	Manifest a professional code of ethics and values.	N 1 2 3 4 5

Examples of types of Experiences for Intern:

1. Act as a team leader for a resource or curriculum team.
2. Develop a conference or staff development program.
3. Chair a school committee.
4. Lead a team in reviewing the school's mission and goals.
5. Assist principal or curriculum committee with development or evaluation of a specific aspect of the instructional program.
6. Establish a program for interpreting student achievement to professional staff and parents.
7. Review and critique district policies on affirmative action, recruitment, selection, assignments, and dismissals.
8. Participate in state, regional, and national conferences and professional development activities when opportunities are presented.
9. Study codes of ethics of professional organizations such as the American Association of School Administrators (AASA) and the National Association of Secondary School Principals (NASSP).
10. Assist in the development of a plan for the recruitment and selection of licensed personnel in the school.
11. Develop a design for long-range curriculum planning and evaluation.
12. Develop and evaluate curricular goals and objectives in terms of student and community needs.
13. Evaluate the existing curriculum in terms of the extent to which stated goals and objectives are achieved.

2. Information Management and Evaluation

The intern demonstrates an understanding of, and the capability to:

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Pre-Internship Competence			End of Internship
N 1 2 3 4 5	2.1	Conduct needs assessments by collecting information on the students; on staff and the school environment; on family and community values, expectations and on priorities; and on national and global conditions affecting schools.	N 1 2 3 4 5
N 1 2 3 4 5	2.2	Use qualitative and quantitative data to inform decisions to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.	N 1 2 3 4 5
N 1 2 3 4 5	2.3	Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.	N 1 2 3 4 5
N 1 2 3 4 5	2.4	Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.	N 1 2 3 4 5

Examples of Types of Experiences for Intern:

1. Act as a team leader for resource or curriculum team.
2. Lead a team in reviewing school's mission and goals.
3. Assist principal or curriculum committee with development or evaluation of a specific aspect of the instructional program.
4. Establish a program for interpreting student achievement to professional staff and parents.
5. Attend a meeting conducted by the district superintendent for administrative staff. Observe the communications and human relations skills exhibited by the superintendent.
6. Attend a regular school board meeting for the district. Log impressions of the organizational management of the meeting.
7. Assist in the development of a plan for the recruitment and selection of licensed personnel in the school.
8. Prepare staff development programs for licensed and non-licensed personnel that focus on increasing awareness of the need for modeling ethical behavior and integrity while engaged in school activities.
9. Assist in the preparation of educational building specifications designed to accommodate curriculum and instructional needs.
10. Assess building and equipment needs in terms of educational program goals and objectives.
11. Utilize evaluation data along with current research to

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effect program improvement.

12. Develop a plan for providing career and educational information services.

13. **PLANNING:** This section is to be used for planning the internship. On the left, describe the activities. On the right, indicate how the activity will be determined to have been completed. Creating a staff development program, for example, could be determined to be completed "when approved by the supervising administrator." The agreed upon evidence of accomplishing part of the planning document would state "supervisor approval.

AREA I. STRATEGIC LEADERSHIP. The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

Description of Activity/ Experience to be Completed	Evidence of Accomplishment

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